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ABSTRACT

Rather than being motivated to assist people, individuals usually approach a career as a consultant with aspirations of obtaining prestige or supplementing their income. Being a speech teacher, although helpful, is not qualification enough for a position as a consultant in the areas of management and organizational behavior. The types of information which should be retained and analyzed by the efficient communications consultant in order to facilitate his objectives are listed. The major portion of the paper describes the Organizational Associates, a consulting group of university-affiliated educators who conduct on-the-premises process consultations, workshops, training programs, and communications audits. Names of the current twelve associated consultants and the five officers-directors are mentioned, and a sample training program designed for a federal agency and conducted with almost a dozen groups is included. (EE)

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ORGANIZATIONAL ASSOCIATES: So You Want to Be a Consultant?

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A Paper for the Annual Conference of the Central States Speech Association, April 6, 1973, Minneapolis, Minnesota

We generally think of a consultant as a qualified person from whom we can seek advice, counsel, information, or opinions about a problem we think we have. Looking at such a person another way, if you are a consultant, you are a qualified person who can provide expert advice, counsel, information, or opinions to others about problems they think they have.

From the limited experience I have had with individuals who aspired to become consultants, I would say that most of them were motivated by two objectives: (1) to acquire prestige in the profession by being a person who is considered sufficiently expert to be called upon for advice, etc., and (2) to supplement their incomes by making money giving other people advice, etc. Only rarely have I chatted with a prospective consultant who was motivated by the objective to help other people. However, successful consulting, in my experience, demands that the consultant provide help for others. That attitude governs what you do to become a consultant, how you go about consulting, and the rewards that you will derive from the work. If you consult for just prestige and/or money, you may end up with neither.

In order to help people, you must first acquire an ability to analyze and talk about the behaviors and activities about which you plan to give advice. Being a speech teacher does <u>not</u> qualify you to be a consultant in the area of management and organizational behavior, although information about preparing and presenting speeches may provide the potential background for consulting work in advising others in the design and display of messages, often an important task in organizations.

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Consulting in the areas of organizational and management behavior, with special emphasis on communication, however, seems to be the most popular ones for individuals in the field of speech communication who aspire to become consultants. Thus, let me briefly summarize what I think are the kinds of behaviors a consultant in organizational communication ought to be able to analyze. Such a consultant ought to have information about:

1. How to create a formal organization--theory of organizations: bureaucracy, ad hocracy, etc.
2. What kinds of organizational climates may develop and the consequences of each--Hawthorne Effect, McGregor's Theory X-Theory Y, Herzberg's Motivation-Hygiene Theory, Likert's Management Systems, etc.
3. Ways in which people may be induced to produce more and to find personal satisfaction, while being productive--Maslow's Hierarchy of Needs, Leadership Styles, Managerial Grid, Johari Window, etc.
4. Principles of interpersonal communication--communication as a process, non-transfer of meanings, interpretation as the essence of communication, listening-feedback receptiveness, etc.
5. Principles of organization communication--the organization as a communication network, serial transmission of messages, channel capacity and network-unit overload, etc.
6. Interpersonal response styles and their consequences--responses that produce defensiveness and supportiveness, relevant responses, language responses that reflect accurate perceptions of reality, talking about feelings, responses that produce constructive openness, etc.

7. Small group behavior--member roles and functions, group norms and growth, variables that affect cooperation, etc.
8. Group problem-solving and decision-making--problem identification and analysis, ideation and brainstorming, managing differences and change, ways of arriving at decisions, ensuring progress toward goals, measuring results, establishing reporting systems, etc.
9. Methods of training, improving knowledge, attitudes, and skills, and managing by objectives--how to negotiate objectives, assessing differences in goal-behavior and actual performance, designing training programs, etc.
10. Intergroup relations--labor vs. management, employee vs. customer, organizational life vs. private life, etc.

Each of these topics could be developed in considerable detail, but they represent the kinds of information which helps to develop an expertise in those who would do consulting in organizational communication.

Even with a solid background of knowledge and an attitude that you would like to help someone, finding people to assist isn't always the simplest task. Individuals seem to have less credibility than a formal group where contracts are concerned. Most of us like to feel that those who are providing the assistance can be trusted--that they are in fact experts who can apply the knowledge they have to the specific problems of the person being helped; affiliation with a group tends to provide certification for your expertise. Unfortunately, even the best expert in the field of communication and human behavior working alone may not know exactly which bit of information will produce the desired change; but even more frightening, few if any of the experts can actually predict that the person being helped will behave consistently with his or her advice. Out of these types

of concerns and the feeling that the pooled judgment of a number of experts might improve the analysis, design, recommendations, and persuasiveness of consultants, Organizational Associatives was conceived.

Organizational Associates (OA) is a consulting group consisting of university-affiliated educators who have both training and research experience which provides consultation, research, and training services in organizational communication and management behavior, interpersonal behavior and administration, management by objectives, problem solving and decision making, and group and community relations.

Consultants and offices of OA design and conduct on-the-premises process consultation, communication audits, managerial and supervisory workshops, training sessions in public contact, leadership development, community involvement in agency decision making, and attitude and behavioral change, to mention a few topical areas. Each audit, training session, and workshop is prepared especially for the contracting organization after in-the-organization analysis of and familiarization with organizational operations.

The officers of OA set policy and manage consulting activities. The Executive Director, in consultation with the other officers, approves expenditures and authorizes contracts and OA services. Standard OA contracts and invoices are prepared by the contracting consultant and one copy is forwarded to the Associate Director responsible for finances. Organizations are instructed to remit payment upon receipt of an official OA invoice to the Director of Finances who deposits funds and issues checks to OA staff, retaining ten per cent of the total staff fees for OA development.

Current policies provide for twelve (12) affiliated consultants plus five (5) officers-directors. OA officers are R. Wayne Pace, Executive Director, Albuquerque, New Mexico; Robert R. Boren, Associate Director, Boise, Idaho; Eldon E. Baker, Associate Director, Missoula, Montana;

Brent D. Peterson, Associate Director, Orem Utah; and Noel D. White, Assistant Director, Cheney, Washington. An individual who affiliates with OA as a consultant is recommended by an Officer and pays a $50 non-refundable, one-time affiliation fee. Annually on September 1, each consultant who wishes to continue affiliation pays to the Director of Finances a $10 non-refundable registration fee. OA provides business cards, letterhead and envelopes, and brochures. Please take one of my cards for future reference. Since OA brochures are currently being revised, I am unable to provide copies, but the new brochures will be available later this month. If you would like a copy, please drop me a card indicating your interest.

The Officers of OA have designed and conducted literally dozens of workshops, training programs, and communication audits. Affiliation with OA gives consultants access to the experience and design of officers. Because Organizational Associates derives its revenues from the design and conduct of these special programs, materials are available only to consultants and organizations with contracts. However, attached for your analysis is a Sample Training Program designed for a federal agency and conducted with almost a dozen different groups. Could you and how would you handle such a training program?

Organizational Associates represents an attempt to provide consultative services drawing on the expertise of a number of skilled professionals in academic institutions. All officers and consultants are affiliated with educational institutions and perform consulting services on a released-time basis. Our experience suggests that individuals who are interested in consulting activities may find trying to meet both their academic commitments and maintain a private consulting organization by themselves much too difficult. Often it becomes necessary to either go into consulting full time or to drop consulting activities. Organizational Associates provides

a way to be involved in consulting while maintaining academic commitments and the opportunity to use both to strengthen each other. In addition, quality consulting, training, and research can be performed through the use of the expertise of a variety of individuals located in diverse institutions.

So you want to be a consultant! Try Organizational Associates.

SAMPLE TRAINING PROGRAM

Workshop Leader's Purposes

Given our understanding of how people learn, we shall attempt:

1. To create a learning climate that will encourage the acquisition of concepts, attitudes, and behaviors relevant to effective managing.

2. To expose participants to basic concepts describing

   a. Management processes
   b. Communication processes
   c. Small group processes.

3. To identify, characterize, and give experience in expressing relevant management attitudes and behaviors in both dyadic and small group relationships.

4. To motivate participants to apply the concepts, attitudes, and behaviors to which they are exposed in the course to improving their supervisory and managerial abilities.

Objectives for Trainees

After exposure to, experience in, and motivation to make application of concepts, attitudes, and behaviors, participants should be able to do the following:

1. Identify, enumerate, explain, describe, and/or contrast concepts of management, communication, and small groups, such as:

   Management

   Functions of management (plan, organize, staff, direct, control), Maslow's hierarchy of needs, McGregor's Theory X-Theory Y, leadership styles, participative management, performance objectives.

   Communication

   Interpersonal communication, effective listening, perception-language influences, helping others through feedback, processes of change, resistance and defensive behavior, two-step flow of information to the public.

   Small Groups

   Factors that influence group performance, cohesiveness, conflict, leadership, hidden agendas, dimensions of a group, interaction, influence, and power.

2. Express positive attitudes and exhibit behavior that facilitates effective organizational and extra-organizational relationships, such as:

   Responding so as to reduce defensiveness and resistance to ideas and plans, showing understanding of the feelings of others, indicating a sensitivity to different levels of human needs, employing the leadership style appropriate to a variety of situations, responding so as to reveal understanding and relevant listening behavior, utilizing a variety of perception-sharing feedback responses, behaving so as to promote more open group interaction, expressing a desire to engage in involving and informing appropriate publics.

Daily Schedule

Tuesday

9:00 a.m. - 12:00 noon	Introduction to the course
	Management Processes Planning, organizing, staffing, directing, and controlling.
	Motivation, with emphasis on Maslow's model of human needs; introduction to Theory X and Theory Y
12:00 noon - 1:00 p.m.	Lunch
1:00 p.m. - 5:00 p.m.	Styles of leadership in relationship to management theories; differences between managing and leading
	Management by objectives
5:00 p.m. - 6:30 p.m.	Dinner
6:30 p.m. - 9:00 p.m.	Laboratory on developing performance objectives
	Film: The Real Security; introduction to the importance of change

Wednesday

8:00 a.m. - 12:00 noon	Communication networks and overload reactions
	Communication processes and sources of failure
	Listening and feedback
12:00 noon - 1:00 p.m.	Lunch

1:00 p.m. - 5:00 p.m.	Establishing a communication relationship
	Defensive behavior and resistance to change
	Film: Overcoming Resistance to Change
5:00 p.m. - 6:30 p.m.	Dinner
No evening session	

Thursday

8:00 a.m. - 12:00 noon	Features of a group
	Functional roles in groups
	Making decisions in groups
12:00 noon - 1:00 p.m.	Lunch
1:00 p.m. - 4:00 p.m.	The group as a laboratory for change
	Session evaluation